

was a social one, an exclamation of protest at her father doing such an unheard of thing—" Hi! " she said ; and then a moment later, " Daddy get it! " Only when she had got over the shock of her father's perverse behaviour was she able to deal with the cognitive problem itself.

Those investigators who are attempting to build up rating scales and schedules for social and emotional development do not always seem to me to provide sufficiently against the risk of over-simplification, for example, the neglect of the difference in the reactions of a child according to whether he is at home or in school. Most of us have had experience of how differently a child may behave in these two environments. A single illustration may suffice to show how striking the difference may be.

" My little girl, practically eight years old, is so difficult to manage as to be almost impossible, most of the time (at home). She does not always say ' No ' but either ignores and does not answer—or pretends she has not heard or seen. What worries us far more than that is her excessive cheek and answering back most rudely. She must always have the last word. If she cannot go on being as cheeky and rude as one can possibly be and answering back, she cries in a most babyish way, always making a dreadful noise. She is never spoken to except in a polite, kindly way—has never seen anything but kindness all around her, and we cannot understand where she gets it from. Her little brother, nearly five, adores her and would do anything for her, whereas she can be awfully unkind and cruel to him. She will often say she wished we had not got him—also that she does not love her Daddy or Mummy. Although she is so impossible at home, she behaves quite well at school. In desperation I have been twice to consult her head mistress, and have been told that

never had she been punished or even had her name called for the least offence *i* her teachers have nothing-but praise for her and are most satisfied with her progress, behaviour and everything."

One could take point after point of those appearing on the various rating scales or developmental schedules, and show how far they are from being single trends which can be measured in themselves apart from specified total situations. For instance, rating scales sometimes attempt to quantify and grade the child in cleanliness and control of sphincters. But one finds children who are clean in one respect and very